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A Day in the Life of a Pioneer Child

Language

Including:

Initial Writing Assessment
Grammar
To Agree or Not to Agree
Punctuate It
Writing About Me!
My Pioneer Days

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A Unit for Grade 3

Written by:

Mary Watson, Donna Cox (Project Leader)

Length of Unit: approximately: 7.9 hours

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A Day in the Life of a Pioneer Child

Language A Unit for Grade 3

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A Unit for Grade 3
Written by:

Mary Watson, Donna Cox (Project Leader)

Renfrew County District School Board

Based on a unit by:

Mary Watson, Donna Cox (Project Leader)

Renfrew County District School Board

This unit was written using the Curriculum Unit Planner, 1999-2001, which was developed in the province of Ontario by the Ministry of Education. The Planner provides electronic templates and resources to develop and share units to help implement the Ontario curriculum. This unit reflects the views of the developers of the unit and is not necessarily those of the Ministry of Education. Permission is given to reproduce this unit for any non-profit educational purpose. Teachers are encouraged to copy, edit, and adapt this unit for educational purposes. Any reference in this unit to particular commercial resources, learning materials, equipment, or technology does not reflect any official endorsements by the Ministry of Education, school boards, or associations that supported the production of this unit.

A Day in the Life of a Pioneer Child
Language A Unit for Grade 3

Task Context

Students produce a journal highlighting the experience and lifestyle of a child growing up during pioneer times. Students create a journal, writing in the first person, using correct sentence structure, spelling, and punctuation. The learner uses revising and editing strategies to proofread sentences and ensure writing is meaningful. Students learn how to ask questions that give them information about life as a pioneer child. Students locate information to answer the questions through a variety of resources.

The expectations for this unit are grouped in a format which allows students to organize information that flows in a linear method, where skills are learned and then used in the following lesson. This unit focuses on organizing information, learning how to make jot notes, and using correct grammar, spelling, and punctuation. Students also have the opportunity to develop their revising and editing skills.

Task Summary

Students complete this unit in conjunction with the pioneer studies unit (Heritage and Citizenship: Grade 3 - Pioneer Life). They use knowledge gained about pioneers, their lifestyles, and the various roles of a child in pioneer days in their writing.

Throughout this unit, students develop and practise revising and editing skills used to review written work before publishing. To complete the final task, students write a journal in the first person, using information they have gathered about life in pioneer days. Students ask five key questions about life as a pioneer child that they would like to research. They organize the information they have gathered by sorting and classifying it to address the five questions. Students use it to create their journal entries.

The sequence of the subtasks allows students to learn writing skills and then apply them in a journal format. Students are expected to communicate information clearly and use the writing process to enhance their writing. They have opportunities to demonstrate the ability to arrange information in a logical format in order to convey messages to others. Students have the opportunity to develop and practise writing skills, while attending to grammar skills and punctuation rules. Students gather information, using jot notes, and create pioneer journals in the first person. Students build on skills learned, using researched information, writing simple sentences, and revising and editing their work.

Culminating Task Assessment

The culminating task has two components.

Part A
Students review what they have learned about gathering information using jot notes. Students use the research material/resources to locate information about pioneer children. They are encouraged to use the following headings to organize the information they are gathering: housing, chores, school, clothing, games/activities, and typical foods. Students form questions that they will answer. For example, What kind of homes did pioneer children live in? For what chores were children responsible?

Part B
Students produce a journal which highlights a typical day in the life of a pioneer child. They demonstrate their revising and editing skills, use correct sentence format and check for punctuation and spelling. Students write in the first person and relay the experiences of a pioneer child, based on their research about life in pioneer days.

Links to Prior Knowledge

Students have prior knowledge about the writing process with emphasis on the revising and editing stages

which include attention to spelling and punctuation errors.

Students are expected to:
- write in simple sentences;
- use a dictionary or other resources to check spelling;
- use the revising and editing process to check their work for errors and make improvements to their writing;
- write in the first person;
- be able to read specific information about a topic;
- research to find specific information about a topic and apply it to their writing.

Considerations

Notes to Teacher

This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they took to help students achieve the knowledge and skills described in the curriculum expectations. It is expected that teachers delivering the unit will use their professional judgment in tailoring the teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment recording devices. Teachers may wish to adjust strategies based on their particular situations. Where strategies are changed, corresponding changes must be made to assessment recording devices.

Some activities in the unit may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.

1. Students could benefit from word charts or a word wall created and used during the pioneer unit and displayed in the classroom. These charts or word walls would be good resources for students to refer to when writing about pioneer times.

2. The resources indicated in this unit are only suggestions. A variety of resources should be available for students. If possible, arrangements for students to use a resource library, computers, etc., should be made.

3. The teacher assesses the daily tasks students complete throughout the unit and assists students in meeting the expectations for the grade.

4. The teacher should be respectful of the diversity of the classroom, ensuring that all activities are inclusive to all students. He/she should be aware of the cultural and socio-economic makeup of the classroom. For example, issues regarding gender roles and stereotypical images should be addressed.

5. Dictionaries in the classroom provide students with another resource when revising and editing work.

Adaptations

Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit

Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.

A Day in the Life of a Pioneer Child

Language A Unit for Grade 3

1 Initial Writing Assessment

During the initial assessment, the teacher explores students' prior knowledge about gathering and researching information and using the writing process with emphasis on the revising and editing stages. The teacher observes whether students have the necessary skills required to complete a written passage and revise and edit their own work. The teacher checks for spelling errors, common punctuation errors, and the use of sentences that are incomplete or lack clarity, in order to program effectively.

The second component of this assessment requires students to write two journal entries, discussing their day and the significant events they have experienced.

2 Grammar

Students learn how to make jot notes and then transfer the jot notes into complete sentences. Through teacher modelling of how to make jot notes, students gather insight about how to choose the most important information about a topic. The teacher could number the jot notes after scribing all of them in a logical order. This helps students to learn how to organize information sequentially. This task gives students an opportunity to practise making jot notes and using the jot notes to create meaningful sentences and ultimately, paragraphs.

3 To Agree or Not to Agree

Students learn about subject-verb agreement in this lesson. The teacher elicits pioneer theme-related sentences from students and scribes them on an overhead, chart, or board, leaving out the verbs. A discussion follows on what verb should be placed in each sentence, with students providing reasons for their choices.

4 Punctuate It

The use of correct punctuation is reviewed regularly in the classroom. Students use pioneer reading materials, spelling books, readers, etc., to locate sentences which use various types of punctuation. The teacher provides students with a sample journal entry for a pioneer child that he/she has written, leaving out all punctuation. Together, students and the teacher edit the journal entry, discussing correct punctuation practices.

5 Writing About Me!

Students learn about and write journal entries over a one-week period. They write in the first person about pioneer topics they have studied throughout the week. Students are encouraged to write about various events or activities they have been involved in each day.

6 My Pioneer Days

The culminating task has two components.

Part A

Students review what they have learned about gathering information using jot notes. Students use the research material/resources to locate information about pioneer children. They are encouraged to use the following headings to organize the information they are gathering: housing, chores, school, clothing, games/activities, and typical foods. Students form questions that they will answer. For example, What kind of homes did pioneer children live in? For what chores were children responsible?

Part B

Students produce a journal which highlights a typical day in the life of a pioneer child. They demonstrate their revising and editing skills, use correct sentence format and check for punctuation and spelling. Students write in the first person and relay the experiences of a pioneer child, based on their research about life in pioneer days.

Description

During the initial assessment, the teacher explores students' prior knowledge about gathering and researching information and using the writing process with emphasis on the revising and editing stages. The teacher observes whether students have the necessary skills required to complete a written passage and revise and edit their own work. The teacher checks for spelling errors, common punctuation errors, and the use of sentences that are incomplete or lack clarity, in order to program effectively.

The second component of this assessment requires students to write two journal entries, discussing their day and the significant events they have experienced.

Expectations

3e8	• proofread and correct their final drafts;
3e9	• use and spell correctly the vocabulary appropriate for this grade level;
3e10	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
3e17	– use a variety of sources (e.g., dictionary, word lists, computer) to check the spelling of unfamiliar words;

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Assessment

Through observing students demonstrate their ability to organize information into complete sentences and use correct grammar, punctuation, and spelling required for this grade level, the teacher gains insight into students' ability to use the revising and editing stages of the writing process. The teacher assesses the work students produce, looking for their ability to locate and correct errors. The teacher records students' results on a rating scale (BLM 1.1).

Assessment Strategies

Observation

Assessment Recording Devices

Rating Scale

Teaching / Learning

Activity 1.1

1. As a shared-writing experience, the teacher and students write a recount about a pioneer topic they have experienced as a group (e.g., a recent class trip, a visitor in the classroom, what they learned in a particular lesson). The teacher scribes the sentences on an overhead, chart paper or the board. The teacher models writing in draft form. As the teacher scribes, he/she does a "talk aloud," modelling for students the revising and editing stages of the writing process (e.g., crossing out words and replacing them with more suitable words, crossing out lower case letters and adding upper case or capital letters where appropriate, adding or explaining why particular punctuation is used in various sentences, fixing spelling errors).

2. As part of an initial assessment, the teacher collects written work from individual students to determine their prior working knowledge of the revising and editing stages of the writing process, i.e., what each student knows about spelling, grammar, and punctuation.

Activity 1.2
Students write a personal journal entry and then revise and edit their work. Teachers provide students with some guiding questions to assist them in revising and editing.

Examples of some guiding questions are:
Revising
- Does my writing make sense?
- Are there any missing words?
- Could I replace some words to make my writing more interesting?
- Did I repeat the same word too many times?
- Is my information organized?
- Did I use sentences that varied in length?

Editing
- Did I use capital letters where I should have?
- Have I included proper punctuation? (e.g., periods, exclamation marks, question marks, quotation marks.)
- Did I check for spelling errors?
- Did I use computer spell check, a dictionary, or thesaurus to confirm proper spelling?

The teacher assesses students' work and determines whether there are common spelling errors, common errors in grammar, etc., and designs lessons to address these common errors. The teacher also supports individual students by programming to address their specific needs.

Teachers provide students with some guiding questions to assist them in revising and editing.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- Additional time and support may be needed for students who may have difficulty writing.
- A quiet work area may be needed for students who have difficulty remaining on task.
- Students who experience difficulty with fine motor skills may find it easier to use a computer.

Resources

BLM 1.1 Rating Scale BLM_1.1_RatingScale.cwk

Notes to Teacher

Teacher Reflections

A Day in the Life of a Pioneer Child

Language A Unit for Grade 3

Description

Students learn how to make jot notes and then transfer the jot notes into complete sentences. Through teacher modelling of how to make jot notes, students gather insight about how to choose the most important information about a topic. The teacher could number the jot notes after scribing all of them in a logical order. This helps students to learn how to organize information sequentially. This task gives students an opportunity to practise making jot notes and using the jot notes to create meaningful sentences and ultimately, paragraphs.

Expectations

3e9	• use and spell correctly the vocabulary appropriate for this grade level;
3e10	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
3e25	– accurately use titles and subheadings as organizers;
3e4	• begin to use compound sentences and use sentences of varying length;

Groupings

Students Working As A Whole Class
Students Working In Pairs
Students Working Individually

Teaching / Learning Strategies

Guided Writing
Independent Study
Workbook/work Sheets
Writing To Learn

Assessment

Students are assessed using a rating scale (BLM 2.1). The teacher also looks for students' ability to organize information using headings or subtitles, as modelled in the lesson.

Assessment Strategies

Exhibition/demonstration
Select Response

Assessment Recording Devices

Rating Scale

Teaching / Learning

Students have the opportunity to learn the process of making jot notes. The teacher models, throughout this lesson, how to make jot notes, using information gathered from resources. The teacher models how to organize jot notes in a logical sequence by numbering them after they have all been scribed.

Students practise this skill while working in groups where they share and develop their writing. By having many opportunities to learn about and practise making jot notes, in both the whole class and in pairs, students clarify and reinforce their skills. Students then have an opportunity to work independently to demonstrate what they have learned. The quality of answers and responses indicate students' understanding.

Activity 2.1

1. The teacher models how to make jot notes, using a specific topic from pioneer times (e.g., Foods We Eat). The teacher writes the heading on chart paper or an overhead. Students look through the available resources and provide different points of information for the teacher to record under the heading. Then the information is organized, using numbers, after all points are recorded. Information may be recorded from the most important point to the least important while the teacher is scribing. Students could be grouped in pairs for this exercise.

2. Next, the teacher and class cooperatively transform each jot note into a complete sentence. These complete sentences are recorded under each respective jot note. The teacher takes this opportunity to teach compound sentences and discuss sentences of varying lengths. This activity provides a concrete example of how to transform the jot notes into complete sentences. After creating and reading all of the complete sentences, the teacher and students number the sentences in a logical order and decide how many paragraphs will be generated. Throughout the creating of the sentences, the teacher continues to model revising and editing skills to emphasize correct spelling, grammar, and punctuation.

3. To ensure students understand the process involved in making jot notes, the teacher provides students with a paragraph related to children's responsibilities in pioneer times.

4. Students read the paragraph provided (BLM 2.2 or an alternative) and record pertinent information using jot notes under the heading "Chores."

5. Next, the teacher puts the heading (Chores) on chart paper. Students orally provide the teacher with the jot notes they have created. These are recorded on chart paper in the order in which they are received.

6. Students, as a class, determine if they have gathered all the necessary information they need about the topic.

Before beginning Activity 2.2, the teacher shares the rating scale assessment BLM 2.1 with students.

Activity 2.2

1. In the second part of the lesson, students independently work with the jot notes from the chart paper.

2. Students put the jot notes in a logical order by numbering them in the order they wish to record the information.

3. Students use the jot notes and transform the information into complete sentences.

4. Independently, students combine the sentences/information into a paragraph(s). The numerical ordering will demonstrate their ability to sequence information/ideas.

5. Students edit/proofread their paragraphs, utilizing the proofreading skills taught in Subtask 1.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- Additional time may be needed for students who may have difficulty reading and writing.
- A quiet work area may be needed for students who have difficulty remaining on task.
- Students may benefit from previewing material prior to the task, in order to become familiar with the text and develop better comprehension of the material to read.
- A student may scribe material chosen for jot notes.
- Some exceptional students may require the use of a computer to record their information.

BLM 2.2 Chores For Which Children Were Responsible	BLM_2.2_Chores.cwk
BLM 2.1 Rating Scale	BLM_ 2.1_RatingScale.cwk
A Pioneer Story	Barbara Greenwood
A Pioneer Thanksgiving	Barbara Greenwood
Discovering Canadian Pioneers	Marlene Gutsole, Reginald Gutsole
Pioneer Farm: Living on a farm in the 1880's	Megan O'Hara

Notes to Teacher

The teacher could model how to number jot notes in a logical order. This would provide students with an opportunity to learn how to organize the information in a way that facilitates the task of creating journals later on.

Teacher Reflections

Description

Students learn about subject-verb agreement in this lesson. The teacher elicits pioneer theme-related sentences from students and scribes them on an overhead, chart, or board, leaving out the verbs. A discussion follows on what verb should be placed in each sentence, with students providing reasons for their choices.

Expectations

3e9	• use and spell correctly the vocabulary appropriate for this grade level;
3e10	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
3e11	– use correct subject-verb agreement;
3e16	– use phonics and memorized spelling rules (e.g., some verbs ending with a consonant double the consonant before ed or ing: stop/stopped, signal/signalling) to increase accuracy in spelling;
3e17	– use a variety of sources (e.g., dictionary, word lists, computer) to check the spelling of unfamiliar words;

Groupings

Students Working As A Whole Class
Students Working Individually
Students Working In Pairs

Teaching / Learning Strategies

Workbook/work Sheets
Textbook

Assessment

The teacher makes observations about whether students understand the correct use of subject-verb agreement.

Assessment Strategies

Select Response
Self Assessment
Observation

Assessment Recording Devices

Checklist

Teaching / Learning

Activity 3.1

1. The teacher allows students some time to review the information they have collected about pioneer times.

2. The teacher then asks students to provide sentences about some of their learnings. The teacher records these sentences on a chart, board, or overhead, leaving out the verbs.

3. After a few sentences have been recorded, the teacher and students revisit each sentence and discuss the verb that should be placed in the sentence. The teacher discusses the reasons why the verb is correct (subject/verb agreement). Students practise identifying the subject and verb in each recorded sentence and the teacher records common rules that have been noted for future reference.

4. Students complete BLM 3.1 independently and the teacher assesses their knowledge of subject/verb agreement based on this activity and on students' personal journal writing, etc.

Activity 3.2

The teacher introduces the next activity to students to provide them with a problem-solving approach to spelling new words.

1. The teacher invites students to think of words that have a long "e" sound. Students can spend a few minutes looking through pioneer resources (both fiction and non-fiction) to give them some additional word

sources.

2. The teacher then asks students to give examples of words that have a long "e" sound. As students elicit words, the teacher classifies each word into like patterns.

Examples:	wheel	pony	meat	cookie	Pete
		candy	seat		

3. The teacher asks students to identify the various letters and letter combinations that can make a long "e" sound (e.g., ee, y, ea, ie, e with a silent e at the end). Students continue to add words under each category. The teacher models for students how to try and spell a new word that has a long "e" sound (e.g., if you didn't know how to spell the word candy, you could try all of the various combinations and see which one looks correct before consulting a dictionary or thesaurus - candee, candy, candea, candie).

4. Through a series of lessons such as the one above, students collect a variety of spelling skills and word patterns that help them to independently spell more words. The same process can be used to discuss plurals, e.g., think of as many words as you can that mean more than one. The teacher once again classifies words under like categories. Students, though a problem-solving approach, generate rules for making plurals.

Examples:					
wolves	ponies	horses	sheep	geese	branches
	candies	cows	fish		

- ponies, candies (What is the root word? Change "y" to "i" and add "es")
- horses, cows (What is the root word? Add an "s")
- sheep, fish (exceptional)
- geese (What is the root word? Change "oo" to "ee")
- branches (What is the root word? Add "es")
- wolves (What is the root word? Change "f" to "v" and add "es")

The teacher encourages students to continually add words under the various categories on the chart to create lists of words that follow a pattern. The teacher checks the personal writings of students to assess transfer of spelling skills and grammar rules.

5. Using one of the topics researched about pioneers (e.g., schooling for pioneer children), students write and edit four or five sentences.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- Additional time may be needed for students who have difficulty reading and writing. This allows students time to process the information they are given.
- A computer to work at, instead of scribing, may benefit some students.
- A quiet work area may be needed for students who have difficulty remaining on task.
- Students may benefit from previewing material prior to the task in order to become familiar with the text and develop better comprehension.

Resources

BLM 3.1 Do You Agree?	BLM_3.1_DoYouAgree.cwk
BLM 3.2 Checklist	BLM_3.2_Checklist.cwk

Handbooks for writers Print

Notes to Teacher

Handbooks that students can use in the classroom as a resource to learn about grammar use and conventions in writing could be of benefit. These resources can be used throughout the unit, since many different areas are covered.

Teacher Reflections

Description

The use of correct punctuation is reviewed regularly in the classroom. Students use pioneer reading materials, spelling books, readers, etc., to locate sentences which use various types of punctuation. The teacher provides students with a sample journal entry for a pioneer child that he/she has written, leaving out all punctuation. Together, students and the teacher edit the journal entry, discussing correct punctuation practices.

Expectations

3e10	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
3e9	• use and spell correctly the vocabulary appropriate for this grade level;
3z14	– describe the lifestyles of male and female pioneers, and the various roles of individuals in a pioneer settlement.

Groupings

Students Working Individually
Students Working As A Whole Class

Teaching / Learning Strategies

Workbook/work Sheets

Assessment

Students write a short journal entry, describing male or female roles in pioneer times. The teacher assesses their use of correct punctuation.

Assessment Strategies

Observation

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

Activity 4.1

1. The teacher could begin this lesson by reading a story about pioneer life to students which uses a variety of punctuation at the end of sentences. Through intonation, the teacher models voice inflection when reading various types of sentences. Questions could focus on the type of punctuation that students thought was used because of the intonation and types of sentences that were used.

2. The teacher shows students a sample personal journal entry for a pioneer child that has been written and recorded on an overhead, chart, or the board. The journal entry has no punctuation added to it. Together, students and the teacher read the journal entry and decide what punctuation needs to be added, where it needs to be added, and why it needs to be added. The teacher is modelling editing for students. The teacher records pertinent information on a chart for future reference.

3. Students then revisit their own personal journal entries and edit their own work for punctuation. Students should be reminded of the spelling lessons that were taught in the previous subtask and of the use of dictionaries, spell check, and thesauri to correct spelling.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- Additional time may be needed for students who have difficulty reading and writing at this grade level.

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- Students may need the work on the work sheets to be reduced.
- A computer to work at, instead of scribing, may benefit some students.
- A quiet work area may be needed for students who have difficulty remaining on task.
- Students may benefit from previewing material prior to the task in order to become familiar with the text and develop better comprehension around the material to read.

Resources

Notes to Teacher

Teacher Reflections

Writing About Me!

Subtask 5

90 mins

Description

Students learn about and write journal entries over a one-week period. They write in the first person about pioneer topics they have studied throughout the week. Students are encouraged to write about various events or activities they have been involved in each day.

Expectations

3e5	• produce pieces of writing using a variety of forms (e.g., simple research reports, letters, stories, poems);
3e3	• organize information into short paragraphs that contain a main idea and related details;
3e1	• communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event);
3e9	• use and spell correctly the vocabulary appropriate for this grade level;
3e11	– use correct subject-verb agreement;
3e10	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
3e16	– use phonics and memorized spelling rules (e.g., some verbs ending with a consonant double the consonant before ed or ing: stop/stopped, signal/signalling) to increase accuracy in spelling;
3e17	– use a variety of sources (e.g., dictionary, word lists, computer) to check the spelling of unfamiliar words;

Groupings

Students Working Individually
Students Working In Pairs

Teaching / Learning Strategies

Brainstorming
Writing Process

Assessment

When assessing the journals, the teacher could use the rating scale (BLM 5.1), which highlights the specific areas to be addressed in the subtask, such as the use of punctuation, spelling, subject-verb agreement, revising and editing skills, and sentence structure.

The teacher circulates throughout the classroom to observe the work students are doing and asks questions about their writing. Notes are recorded using an anecdotal record to show areas of strengths and/or difficulties the child has when writing.

Assessment Strategies

Observation

Assessment Recording Devices

Anecdotal Record
Rating Scale

Teaching / Learning

Students have been reviewing information about the use of correct punctuation, grammar, spelling, and sentence structure throughout the unit. They continue to develop these skills by creating a journal which highlights a week of time in their lives based on pioneer times. Students continue to develop and implement skills they have learned regarding writing in the first person.

Combined Activity 5.1

1. The teacher and students brainstorm ideas about possible topics for journal writing. Students generate a list of things they could write about, such as: weekend activities, sporting events, family gatherings, chores or jobs they do at home, male/female chores on a pioneer farm, weekend activities for a pioneer boy or girl, pioneer family gatherings, etc.

2. The list is posted in the classroom for students to refer to.

3. Students refer to the chart throughout the week to help them develop ideas to incorporate into their writing.

4. The teacher reviews the various teaching points that have been addressed to date (e.g., subject-verb agreement, common spelling patterns, making jot notes, creating sentences and paragraphs, and using proper punctuation, grammar, and sentence structure).

Independent Student Activity 5.2
1. Students use the revising/editing process to make their writing more interesting, check their writing for errors, and ensure that the work is completed with minimal mistakes.

2. Students have the opportunity to work in pairs for the revising and editing process.

3. Since students are referring to events in the past, they should focus on the correct use of subject-verb agreement and verb tense.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- Additional time may be needed for students who have difficulty reading and writing at grade level.
- A quiet work area may be needed for students who have difficulty remaining on task.

Resources

BLM 5.1 Rating Scale for Journal Entries	BLM_ 5.1_RatingScale.cwk
Lined paper	5 sheets
Chart paper	2 sheets
Dictionary	Print
Thesaurus	Print

Notes to Teacher

Teachers should deal with disclosures sensitively to support the student. In dealing with cases of suspected abuse, teachers must follow board policy and procedures for reporting.

Teacher Reflections

Description

The culminating task has two components.

Part A

Students review what they have learned about gathering information using jot notes. Students use the research material/resources to locate information about pioneer children. They are encouraged to use the following headings to organize the information they are gathering: housing, chores, school, clothing, games/activities, and typical foods. Students form questions that they will answer. For example, What kind of homes did pioneer children live in? For what chores were children responsible?

Part B

Students produce a journal which highlights a typical day in the life of a pioneer child. They demonstrate their revising and editing skills, use correct sentence format and check for punctuation and spelling. Students write in the first person and relay the experiences of a pioneer child, based on their research about life in pioneer days.

Expectations

3e3 A	• organize information into short paragraphs that contain a main idea and related details;
3e5 A	• produce pieces of writing using a variety of forms (e.g., simple research reports, letters, stories, poems);
3e8 A	• proofread and correct their final drafts;
3e10 A	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
3e11 A	– use correct subject-verb agreement;
3z14 A	– describe the lifestyles of male and female pioneers, and the various roles of individuals in a pioneer settlement.
3e22	– introduce new words from their reading into their writing;
3e24	– use a dictionary to expand vocabulary;
3e2 A	• write materials that show a growing ability to express their points of view and to reflect on their own experiences (e.g., journal notes);
3e33	• select material that they need from a variety of sources;
3e35	• use conventions of written materials to help them understand and use the materials.
3e25	– accurately use titles and subheadings as organizers;
3e17	– use a variety of sources (e.g., dictionary, word lists, computer) to check the spelling of unfamiliar words;

Groupings

Students Working As A Whole Class

Teaching / Learning Strategies

Advance Organizer
Independent Reading
Independent Study
Research Process

Assessment

Part A

The teacher observes students' ability to gather data and stay on task in order to complete the assignment within the time constraints. A checklist may be used by the teacher to assess specific learning skills he/she wishes to address at this point. The teacher may refer to early assessment devices used throughout the unit.

Part B

The teacher collects students' journals throughout the week and assesses the quality of their writing, focusing on the stages of the writing process. Students are reminded to use the revising and editing stages of the writing process to check their work for sentence meaning, correct punctuation, spelling, and grammatical errors. Students read their work over with a peer as part of the editing process. The teacher can circulate

and observe students' work during the week.

Assessment Strategies

Essay
Classroom Presentation
Observation

Assessment Recording Devices

Rubric

Teaching / Learning

Part A

It is important for students to learn to use a variety of techniques to gather information which can be used to create a written piece. In this subtask, students use various strategies and resources to gather information about pioneer life.

Introduction: Combined Activity

1. As a class, the teacher reviews a number of strategies and resources students can use to gather information about a specific topic.

2. The teacher highlights for students the importance of using various information gathering techniques (formulating questions, using headings, jotting down important information, organizing information in sequence, etc.).

3. The teacher reviews sharing of resource material.

4. The teacher provides an advance organizer to help students in collecting their information (BLM 6.1).

5. The teacher may wish to generate the headings that students are to use to gather information.

Student task

1. Students may work in pairs in order to share resource materials.

2. It may be beneficial to have some students working in pairs to generate questions for study. It would be a good opportunity for some students to work independently to show their skill in reading and gathering information from non-fiction material.

3. Students classify their information according to the questions they are using for their headings and using the advance organizer the teacher has provided.

4. When students have collected sufficient data in jot note form, they will be ready to begin using that information to illustrate a typical pioneer child's day.

Part B

Journal Writing Activity

Students use the advance organizer to gather information for their journals. The topics they choose provide the information they need to write a journal based on pioneer times.

1. Students are required to read books and note useful information.

2. Due to possible limitations on resources, students may have to share their books. The use of various Internet websites may provide additional information for students to use.

3. The final product is to be completed independently.

4. Students use the research process to gather data for their journals.

5. Students use the revising and editing process to proofread their work, ensuring they have included all the necessary information they require, as well as checking for any errors or omissions in written work.

6. The teacher observes whether students have sufficiently understood how to gather data and use jot notes to provide information for their journals.

Extension activities
Should the teacher wish to extend this lesson and use the journal as the basis for an oral or a dramatic presentation, students may be placed into groups so they can prepare for the classroom presentation.

1. As an extension, students could use the journal to organize information for the purpose of creating an oral presentation.

2. In Drama, students could be organized into groups and use their journals as a basis to act out a typical day for a pioneer child.

3. As a visual presentation, students could illustrate each topic area to show what they have learned about pioneer life.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- It would be particularly useful for some students to have access to a computer should they have difficulty with their fine motor skills.
- Additional time may be needed for students who have difficulty reading and writing at grade level.
- A quiet work area may be needed for students who have difficulty remaining on task.
- Some students may benefit from having a reduced workload. Perhaps these students could focus on one or two areas that deal with pioneer life.

Resources

Evaluation of the Culminating Task	
BLM 6.1 Research Guide	BLM_6.1_ResearchGuide.cwk
A One - Room School	Bobbie Kalman
A Pioneer Story	Barbara Greenwood
A Pioneer Thanksgiving	Barbara Greenwood
Children's Clothing of the 1800's	David Schimpky and Bobbie Kalman

A Day in the Life of a Pioneer Child

Language A Unit for Grade 3

150 mins

Kids in Pioneer Times	Lisa A. Wroble
Pioneer Farm: Living on a farm in the 1880's	Megan O'Hara
Write Away	Kemper/Nathan/Sebranek
Discovering Canadian Pioneers	Marlene Gutsole, Reginald Gutsole
Pioneers: Time Travel to the 18th Century	Folkus Atlantic / Irwin MultiMedia
Lined paper	10 sheets

Notes to Teacher

Teacher Reflections

Appendices

A Day in the Life of a Pioneer Child

Language

Resource List:

Blackline Masters:

Rubrics:

Unit Expectation List and Expectation Summary:

A Day in the Life of a Pioneer Child

Language A Unit for Grade 3

Rubric

- ☐ **Evaluation of the Culminating Task** — ST 6
  2

Blackline Master / File

- ☐ **BLM 1.1 Rating Scale** — ST 1
  BLM_1.1_RatingScale.cwk
- ☐ **BLM 2.1 Rating Scale** — ST 2
  BLM_ 2.1_RatingScale.cwk
- ☐ **BLM 2.2 Chores For Which Children Were Responsible** — ST 2
  BLM_2.2_Chores.cwk
- ☐ **BLM 3.1 Do You Agree?** — ST 3
  BLM_3.1_DoYouAgree.cwk
- ☐ **BLM 3.2 Checklist** — ST 3
  BLM_3.2_Checklist.cwk
- ☐ **BLM 5.1 Rating Scale for Journal Entries** — ST 5
  BLM_ 5.1_RatingScale.cwk
- ☐ **BLM 6.1 Research Guide** — ST 6
  BLM_6.1_ResearchGuide.cwk

Print

- ☐ **A One - Room School** — ST 6
  Bobbie Kalman
  0-86505-517-3
- ☐ **A Pioneer Story** — ST 2
  Barbara Greenwood
  1-55-74-128-4
  A detailed text which highlights the daily life of a pioneer family in 1840.
- ☐ **A Pioneer Story** — ST 6
  Barbara Greenwood
  1-55-74-128-4
  A detailed text which highlights the daily life of a pioneer family in 1840.
- ☐ **A Pioneer Thanksgiving** — ST 2
  Barbara Greenwood
  1-55-74-574-3
- ☐ **A Pioneer Thanksgiving** — ST 6
  Barbara Greenwood
  1-55-74-574-3
- ☐ **Children's Clothing of the 1800's** — ST 6
  David Schimpky and Bobbie Kalman
  0-86505-519
  A good resource for clothing during pioneer times
- ☐ **Discovering Canadian Pioneers** — ST 2
  Marlene Gutsole, Reginald Gutsole
  0-10-541325-3
  Detailed account about life as a settler during the 19th century Upper Canada.
- ☐ **Discovering Canadian Pioneers** — ST 6
  Marlene Gutsole, Reginald Gutsole
  0-10-541325-3
  Detailed account about life as a settler during the 19th century Upper Canada.
- ☐ **Kids in Pioneer Times** — ST 6
  Lisa A. Wroble
  0-8239-5119-7
  A general overview of a child's life during the pioneer times.
- ☐ **Pioneer Farm: Living on a farm in the 1880's** — ST 2
  Megan O'Hara
  1-56065-726-X
  This text provides a good overview for students to develop an understanding about life on the farm.
- ☐ **Pioneer Farm: Living on a farm in the 1880's** — ST 6
  Megan O'Hara
  1-56065-726-X
  This text provides a good overview for students to develop an understanding about life on the farm.
- ☐ **Write Away** — Unit
  Kemper/Nathan/Sebranek
  0-669-44042-6
  A student handbook which provides a good overview about the various elements of writing.

A Day in the Life of a Pioneer Child

Language A Unit for Grade 3

☐ **Write Away** ST 6
Kemper/Nathan/Sebranek
0-669-44042-6
A student handbook which provides a good overview about the various elements of writing.

Media

☐ **Pioneers: Time Travel to the 18th Century** ST 6
Folkus Atlantic / Irwin MultiMedia
Ministry of Education and Training of Ontario
Special Licence Edition

Material

☐ **Chart paper** Unit
1 pkg
per class

☐ **Chart paper** ST 5
2 sheets
per class
Chart paper could be used to post students' suggestions in the classroom for journalling topics.

☐ **Lined paper** Unit
20 sheets
per person

☐ **Lined paper** ST 5
5 sheets
per person
Workbooks could be used instead of lined paper. If using lined paper, students could create a five-day journal booklet.

☐ **Lined paper** ST 6
10 sheets
per person
Students use this to create and organize their journals.

☐ **Markers** Unit
4
per class
To be used for recording information on chart paper

☐ **Student workbooks** Unit
1
per person
Teachers may choose to have writing workbooks for draft work and daily lessons.

Other

☐ **Dictionary** Unit
Print
All students should have access to a dictionary.

☐ **Dictionary** ST 5
Print
A classroom set of dictionaries will be important for students to have access to when writing in order to edit their work for spelling errors.

☐ **Handbooks for writers** ST 3
Print
Handbooks that students can use in the classroom as a resource to learn about grammar use and conventions in writing, could be of benefit.

☐ **Thesaurus** ST 5
Print
Having access to a thesaurus helps students to expand their word knowledge. They can learn to use different words in their writing in order to vary their word usage.

Rating Scale

Name: _____

Level of understanding of concepts

	Limited	Some	Considerable	Thorough
- use of appropriate vocabulary				
- use of sentences of varying lengths				
- organization of information (most important to least important)				
- correct spelling for the grade level				
- use of resources to check spelling				
- use of correct punctuation				
- use of correct grammar				

Teacher Comments:

_____

_____

_____

_____

Rating Scale

Name: _____

	Level of understanding of concepts			
	Limited	Some	Considerable	Thorough
- uses non-fiction material to gather information for jot notes				
- organizes jot notes numerically				
- organizes information into paragraph(s)				
- uses headings or subtitles				
- uses revising and editing skills to correct errors				
- uses correct spelling for the grade level				
- uses resources to check spelling				
- uses correct punctuation				
- uses correct grammar				

Teacher Comments:

_____

_____

_____

_____

Chores For Which Children Were Responsible

Early in the morning, while it was still dark, pioneer children arose to do chores. Some of the chores for which they were responsible were done even before the children had breakfast. Chores children worked at depended upon the season, the area they lived in, and how many people were in a family to help out.

Some of the more common chores children worked at were feeding and milking the cows in the morning and evening, cleaning out pens, and gathering eggs. In many homes, the girls helped out with chores within the home, like cooking, cleaning, caring for younger children, and laundry. Girls and boys gathered food from gardens, helped with the crops, and helped to cut and pile wood for the winter. Children were expected to work hard during pioneer times. The jobs they were responsible for doing were important to the survival of their families.

Do You Agree?

Name: _____

Part A

Examine the sentences below and identify the subject-verb. On the lines below the sentence, explain why the subject and verb agree.

1. The boys are grinding wheat at the grist mill.

_____

2. John is a blacksmith.

_____

3. Father milks the cows in the morning.

_____

4. My sister and I write on slates at school.

_____

5. Pioneer women are baking bread in the kitchen.

_____

6. The pioneer men's jobs are hard.

_____

Part B

Write two sentences about pioneer life that demonstrate correct subject-verb agreement. Explain why each subject-verb agreement is correct.

1. Sentence 1 _____

   Reason 1 _____

2. Sentence 2 _____

   Reason 2 _____

BLM 3.2

Checklist

Name: _____

	Yes	No	Comment
- demonstrates an understanding of subject-verb agreement			
- applies an understanding of subject-verb agreement to written work			
- uses familiar spelling patterns in written work			

Teacher Comments: _____

_____

_____

_____

_____

BLM 5.1

Rating Scale for Journal Entries

Name: _____

	Level of understanding of concepts			
	Level 1	Level 2	Level 3	Level 4
- asks questions to gain information and explore alternatives				
- uses spelling rules and common word patterns				
- describes lifestyles of male and female pioneers				
- uses headings/subheadings to organize information				
- organizes information from most important to least important				
- uses appropriate vocabulary (e.g., pioneer, blacksmith)				
- uses resources to check spelling				
- uses correct punctuation and sentence structure				
- uses stages of the writing process (revising, editing, proofreading)				

Teacher Comments:

_____

_____

_____

Research Guide

Name:

_____

In point form, identify the topic you wish to research.

In the next section, ask five questions you wish to research about your topic. Answer the questions using jot notes.

Question:

_____

_____

Answer:

_____

_____

_____

_____

Question:

_____

_____

Answer:

_____

_____

_____

Research Guide

Question:

Answer:

Question:

Answer:

Question:

Answer:

When you are finished, organize the information on a separate page using complete sentences.

Use each question as the heading for the information you researched. The information should be organized into one to two prargraphs per question. Don't forget to check your work for spelling and punctuation, and to vary the length of your sentences.

Student Name:_____
Date:_____

Evaluation of the Culminating Task

for use with Subtask 6 : My Pioneer Days

from the Grade 3 Unit: **A Day in the Life of a Pioneer Child**

Expectations for this Subtask to Assess with this Rubric:

3e3 • organize information into short paragraphs that contain a main idea and related details;

3e5 • produce pieces of writing using a variety of forms (e.g., simple research reports, letters, stories, poems);

3e8 • proofread and correct their final drafts;

3e10 • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Reasoning **3e5** - complexity of ideas and connection to the topic (journal writing - theme: pioneers)	- uses a few simple ideas relating to pioneer life and makes some connection when writing a journal - uses limited clarity and simple forms when communicating information about pioneer times	- uses simple ideas relating to pioneer life that are sometimes connected to the topic when writing a journal - uses some clarity and precision when communicating information about pioneer times	- consistently and with general understanding uses developed ideas based on pioneer life that are connected to the topic when writing a journal - uses various communication techniques, such as giving an opinion or discussing feelings when communicating information about pioneer times	- consistently and with thorough understanding uses well developed ideas relating to pioneer life that are connected to the topic when writing a journal - uses a wide range of forms consistently when communicating information about pioneer times
Communication **3e5** - using the voice of a pioneer child to describe the lifestyles and roles in a pioneer settlement - appropriate vocabulary	- the writer's voice and the purpose of writing a journal entry about life as a pioneer child is somewhat evident - uses vocabulary based on a few of the terms learned about pioneer life	- the writer's voice and the purpose of writing a journal entry about life as a pioneer child is evident - uses vocabulary based on some of the terms learned about pioneer life	- the writer's voice is clearly evident and the purpose of writing a journal entry about life as a pioneer child is expressed with clarity - frequently uses vocabulary based on terms learned about pioneer life	- the writer's voice is clear and provides the reader with the sense that the material is genuinely written by a pioneer child - consistently uses vocabulary based on terms learned about pioneer life
Organization of Ideas **3e3** - structure (grouping of ideas)	- a few common ideas are grouped together under each sub-topic for writing a journal (pioneer chores, homes, clothing, etc.) but the information is organized in list format	- some common ideas are grouped together under each sub-topic for the journal (pioneer chores, homes, clothing, etc.) and information is organized in a list with some entries in journal format	- common ideas are grouped together under each sub-topic to create a journal entry based upon information gathered about pioneer life (pioneer chores, homes, clothing, etc.)	- links common ideas together under each sub-topic which flow naturally when creating a journal entry about pioneer life (pioneer chores, homes, clothing, etc.)
Conventions **3e8, 3e10** correct subject-verb agreement, spelling, end punctuation	- demonstrates limited evidence of using spelling strategies - demonstrates a few of the conventions studied	- demonstrates some evidence of using spelling strategies and some phonetic spelling for more difficult words - uses some conventions studied	- demonstrates increased accuracy in spelling by using various spelling strategies - uses most conventions studied	- makes almost no errors in spelling - correctly uses writing conventions studied

A Day in the Life of a Pioneer Child

Language A Unit for Grade 3

		Selected	Assessed
English Language---Writing			
☐ 3e1	• communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event);	1	
☐ 3e2	• write materials that show a growing ability to express their points of view and to reflect on their own experiences (e.g., journal notes);		1
☐ 3e3	• organize information into short paragraphs that contain a main idea and related details;	1	1
☐ 3e4	• begin to use compound sentences and use sentences of varying length;	1	
☐ 3e5	• produce pieces of writing using a variety of forms (e.g., simple research reports, letters, stories, poems);	1	1
☐ 3e8	• proofread and correct their final drafts;	1	1
☐ 3e9	• use and spell correctly the vocabulary appropriate for this grade level;	5	
☐ 3e10	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).	5	1
☐ 3e11	– use correct subject-verb agreement;	2	1
☐ 3e16	– use phonics and memorized spelling rules (e.g., some verbs ending with a consonant double the consonant before ed or ing: stop/stopped, signal/signalling) to increase accuracy in spelling;	2	
☐ 3e17	– use a variety of sources (e.g., dictionary, word lists, computer) to check the spelling of unfamiliar words;	4	
☐ 3e22	– introduce new words from their reading into their writing;	1	
☐ 3e24	– use a dictionary to expand vocabulary;	1	
☐ 3e25	– accurately use titles and subheadings as organizers;	2	
English Language---Reading			
☐ 3e33	• select material that they need from a variety of sources;	1	
☐ 3e35	• use conventions of written materials to help them understand and use the materials.	1	
Social Studies---HC: Pioneer Life			
☐ 3z14	– describe the lifestyles of male and female pioneers, and the various roles of individuals in a pioneer settlement.	1	1

Expectation Summary

Selected | Assessed

A Day in the Life of a Pioneer Child

Language A Unit for Grade 3

English Language

3e1	1	3e2	1	3e3	1 1	3e4	1	3e5	1 1	3e6		3e7		3e8	1 1	3e9	5	3e10	5 1
3e11	2 1	3e12		3e13		3e14		3e15		3e16	2	3e17	4	3e18		3e19		3e20	
3e21		3e22	1	3e23		3e24	1	3e25	2	3e26		3e27		3e28		3e29		3e30	
3e31		3e32		3e33	1	3e34		3e35	1	3e36		3e37		3e38		3e39		3e40	
3e41		3e42		3e43		3e44		3e45		3e46		3e47		3e48		3e49		3e50	
3e51		3e52		3e53		3e54		3e55		3e56		3e57		3e58		3e59		3e60	
3e61		3e62		3e63		3e64		3e65		3e66									

Mathematics

3m1	3m2	3m3	3m4	3m5	3m6	3m7	3m8	3m9	3m10
3m11	3m12	3m13	3m14	3m15	3m16	3m17	3m18	3m19	3m20
3m21	3m22	3m23	3m24	3m25	3m26	3m27	3m28	3m29	3m30
3m31	3m32	3m33	3m34	3m35	3m36	3m37	3m38	3m39	3m40
3m41	3m42	3m43	3m44	3m45	3m46	3m47	3m48	3m49	3m50
3m51	3m52	3m53	3m54	3m55	3m56	3m57	3m58	3m59	3m60
3m61	3m62	3m63	3m64	3m65	3m66	3m67	3m68	3m69	3m70
3m71	3m72	3m73	3m74	3m75	3m76	3m77	3m78	3m79	3m80
3m81	3m82	3m83	3m84	3m85	3m86	3m87	3m88	3m89	3m90
3m91	3m92	3m93	3m94	3m95	3m96	3m97	3m98	3m99	3m100
3m101	3m102	3m103	3m104	3m105	3m106				

Science and Technology

3s1	3s2	3s3	3s4	3s5	3s6	3s7	3s8	3s9	3s10
3s11	3s12	3s13	3s14	3s15	3s16	3s17	3s18	3s19	3s20
3s21	3s22	3s23	3s24	3s25	3s26	3s27	3s28	3s29	3s30
3s31	3s32	3s33	3s34	3s35	3s36	3s37	3s38	3s39	3s40
3s41	3s42	3s43	3s44	3s45	3s46	3s47	3s48	3s49	3s50
3s51	3s52	3s53	3s54	3s55	3s56	3s57	3s58	3s59	3s60
3s61	3s62	3s63	3s64	3s65	3s66	3s67	3s68	3s69	3s70
3s71	3s72	3s73	3s74	3s75	3s76	3s77	3s78	3s79	3s80
3s81	3s82	3s83	3s84	3s85	3s86	3s87	3s88	3s89	3s90
3s91	3s92	3s93	3s94	3s95	3s96	3s97	3s98	3s99	3s100
3s101	3s102	3s103	3s104	3s105	3s106	3s107	3s108	3s109	3s110
3s111	3s112	3s113	3s114						

Social Studies

3z1	3z2	3z3	3z4	3z5	3z6	3z7	3z8	3z9	3z10
3z11	3z12	3z13	3z14 1 1	3z15	3z16	3z17	3z18	3z19	3z20
3z21	3z22	3z23	3z24	3z25	3z26	3z27	3z28	3z29	3z30
3z31	3z32	3z33	3z34	3z35	3z36	3z37	3z38	3z39	3z40
3z41	3z42	3z43	3z44	3z45	3z46	3z47	3z48	3z49	3z50
3z51									

Health & Physical Education

3p1	3p2	3p3	3p4	3p5	3p6	3p7	3p8	3p9	3p10
3p11	3p12	3p13	3p14	3p15	3p16	3p17	3p18	3p19	3p20
3p21	3p22	3p23	3p24	3p25	3p26	3p27	3p28	3p29	3p30
3p31	3p32	3p33	3p34	3p35	3p36	3p37	3p38	3p39	

The Arts

3a1	3a2	3a3	3a4	3a5	3a6	3a7	3a8	3a9	3a10
3a11	3a12	3a13	3a14	3a15	3a16	3a17	3a18	3a19	3a20
3a21	3a22	3a23	3a24	3a25	3a26	3a27	3a28	3a29	3a30
3a31	3a32	3a33	3a34	3a35	3a36	3a37	3a38	3a39	3a40
3a41	3a42	3a43	3a44	3a45	3a46	3a47	3a48	3a49	3a50
3a51	3a52	3a53	3a54	3a55	3a56	3a57	3a58	3a59	3a60
3a61	3a62								

A Day in the Life of a Pioneer Child

Language A Unit for Grade 3

Analysis Of Unit Components

6 Subtasks
37 Expectations
33 Resources
44 Strategies & Groupings

-- Unique Expectations --
16 Language Expectations
1 Social Studies Expectations

Resource Types

1 Rubrics
7 Blackline Masters
0 Licensed Software
13 Print Resources
1 Media Resources
0 Websites
7 Material Resources
0 Equipment / Manipulatives
0 Sample Graphics
4 Other Resources
0 Parent / Community
0 Companion Bookmarks

Groupings

5 Students Working As A Whole Class
3 Students Working In Pairs
5 Students Working Individually

Assessment Recording Devices

2 Anecdotal Record
1 Checklist
3 Rating Scale
1 Rubric

Teaching / Learning Strategies

1 Advance Organizer
1 Brainstorming
1 Guided Writing
1 Independent Reading
2 Independent Study
1 Research Process
1 Textbook
3 Workbook/work Sheets
1 Writing Process
1 Writing To Learn

Assessment Strategies

1 Classroom Presentation
1 Essay
1 Exhibition/demonstration
5 Observation
2 Select Response
1 Self Assessment